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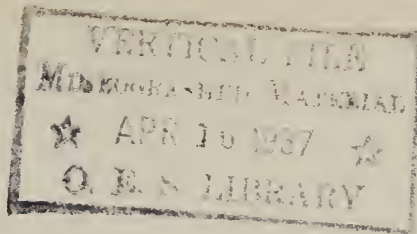
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03
M I N U T E S

DISCUSSION-GROUP TRAINING SCHOOL

For

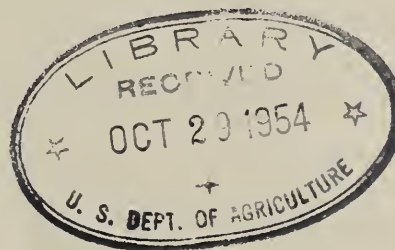
NEGRO DISTRICT AGENTS

Under

PROGRAM STUDY AND DISCUSSION SECTION, USDA
Carl F. Taeusch, Chief

Held at

State College, Petersburg, Virginia.
January 18 and 19, 1937 //



875130

Monday morning - January 18, 1937

J. B. Pierce, Presiding
Miss L. A. Jenkins, Secretary

The meeting was opened by singing a Spiritual and offering prayer.

Those present at the opening were:

Dr. Taeusch, Dr. Gandy, Mr. Pierce, Mr. Lockett, Mrs. Malcolm,
Mr. Wood, Mr. Burnette, Dr. Norris, Mr. Ray, Miss Hamilton,
Mr. Gibbs, Miss Walton, Mr. Williamson, Mrs. Lowe, Mr. Mitchell,
Dr. Spaulding, Miss Jenkins, Mr. Patterson, Mr. Charity, Mrs.
Hewlett, Mr. Martin, Mr. Armstrong.

Mr. Pierce introduced himself to the audience and asked each of the other persons to do likewise. Dean Gibbs came in during this introduction period.

President Gandy was presented for the words of welcome. He said, among other things, that he still retained a very deep interest in everything relating to the welfare of the people of the South. In reviewing the rise of Land-Grant Colleges he mentioned the fact that Virginia State College is the baby of the Land-Grant Colleges, and had a hard fight to keep the state interested in providing higher education for Negroes. Once, when the insane asylum nearby was crowded, one representative in legislature introduced a bill to close the College as such and use the buildings for the extra patients. Private institutions such as Talladega, Fisk, Tuskegee and the like, had to introduce industrial activities in order to secure necessary funds from (philanthropic) persons. As money became a little easier to get for the activities for which the schools were established, this work

Dear Mr. [Name]

I have the pleasure to inform you that your application for [position] has been received and is being considered.

We are currently reviewing all applications and will contact you again once a decision has been reached.

Thank you for your interest in our organization.

Sincerely,
[Signature]

[Name]
[Title]

[Address]
[City, State, Zip]

[Phone Number]
[Fax Number]

was turned over to the state schools.

This attitude has largely changed and state legislatures no longer refuse to appropriate funds for the higher education of Negroes.

In 1902 the legislature of this state forbade college training at this school. A board of visitors was appointed and permitted to direct the course of study. The faculty was invited to present a course of study from time to time. These courses were never vetoed by the board and so work of a college grade was again gradually introduced until 1922 when it was formally organized as a college. The college now has a grade A rating by the Southern Association of Colleges.

At the close of President Gandy's remarks, Mr. Pierce presented Messrs Hudson, Grant, Fenn, Sheffield, and Loomis.

Dr. Carl F. Taeusch explained: "WHY DISCUSSION GROUPS"
He said, "The real strength of the Department lies in teaching the farmer to do for himself. You learn this discussion-group business by doing it. We do not want to go into such a government as prevails in some countries in Europe. It is true that a dictator form of government is highly efficient, but it isn't best for the people. We want a government, a democracy, (such as England) where the head of government was swept off and the country goes right on. Our democracy is largely political. Our government wants a democracy where the people come together to talk over their problems. If the government fails to keep in touch with the people being governed,

we have revolutions. Changing the government by adding amendments is one form of revolution, but a very slow one. Another form is the holding of elections. Even that is slow, even though only two years may elapse. National elections are less frequent. Supreme Court longer still.

We in America feel that anything and everything can be done by having Congress pass a law. Alexander Hamilton saw this problem. When the Constitution was up for ratification, individual states objected to Congress because it would regiment the states. Hamilton and Jay explained through the "Federalist" that the law would work all right because local agencies would execute those laws according to existing conditions.

The great difficulty of any government, is the fact that the people sit back and let George, "the government" do the work of executing the laws. The discussion method brings home, not only the point under consideration but related problems. The government should provide channels for letting people know what is going on at the top of the government and to let ideas from below go through to the top.

Why did NRA perish while AAA goes on strong still? Because the latter had enlisted all of its people in discussing the problems connected with it. Some of the states, among them Virginia, have long had discussion groups among their people. Last winter Virginia had 60,000 persons in discussion groups. This year the

department is working with 38 states. Directors were encouraged to appoint state discussion group leaders. In all cases we work with directors or state leaders. Success in other groups led us to undertake a similar work among the Negro Extension Workers. The first one was held in Tuskegee last week. The job is so great that we do not want to confine this work to extension workers, as we feel that the liberal arts colleges should cooperate. We have also found that mixed groups, men and women, do a better job at this work than when all men or all women are concerned. Another problem to be considered is whether to include young folks and old folks in the same discussion groups. There is, also, the problem of how well Negroes and whites can meet and talk over common problems. Then, there is a problem of opposition between rural and city people or farmer and industrial worker.

There is a common ground, however, where the persons concerned can get together, talk over and thrash out satisfactory solutions.

The Washington office has already eight topics worked out, but we realize that any group taking up this work will have local problems for which we have no material.

Mr. J. B. Pierce introduced such good suggestions that I have had them mimeographed for study". These were passed to the workers present. See page 29 for "Suggestions for Negro Farmer Discussion-groups". Doctor Taeusch opened the house for questions.

Mr. Fenn asked how the farmer could be interested in the subject of exports and imports. Doctor Taeusch: "The farmer must be shown (maybe wheat farmer) that we have lost our foreign market for wheat. Maybe it would be lard or bacon, or what not. If we can get people to talk this situation over and learn certain economic facts, relating to production and demand, then progress will be made. We must turn round in our thinking, and avoid friction. A lack of understanding is largely the reason for the problem. Government control should be reduced to minimum with the people understanding what it is all about."

The question arose as to whether definite discussion groups should be organized or whether to work with existing groups. The answer seemed to be, "Use what seems wisest." The main point being education for the point under discussion.

The discussion group is not intended to get people to all think alike on a given problem. We feel that people should be led to think straight, regardless of their opinion.

Mr. Hudson cited the vote of tobacco farmers in North Carolina for control, because they had been taught the meaning and had seen the benefits of it.

Mr. Pierce felt that good leadership in discussion groups and the selection of topics such as people understand will bring results every time.

Doctor Taeusch cited the instance of the mechanical cotton

picker becoming a rival of the human cotton picker. If the man on the little farm understands how it may be developed to his advantage, then his opposition will be removed.

Mrs. Lowe stated that much time diverted from tobacco growing by the AAA had gone into better preparation of food after more of it had been grown in gardens, and into doing little things about the home. Miss Hamilton of Arkansas, spoke along the same line.

Mrs. Malcolm asked if there had been any increase in enrollment of adult and 4-H clubs.

Mrs. Lowe reported that enrollment in North Carolina had doubled.

Doctor Taeusch introduced Mr. C. B. Loomis, Regional Administrator, USDA. Mr. Loomis said that we are dealing in the realm of opinion. Many people who depend on predictions have failed. But as we deal with experiences we get a little nearer home.

Where do we contact people?

1. Community clubs
2. Churches
3. Schools - Parent-Teacher Associations
4. Extension Classes
5. Adult Short Course
6. Homes - HD Clubs
7. Etc.

It was brought out that it was beneficial if only mental stimulation was received. Selection and training of group leaders was considered very vital to success.

The important thing in the discussion group is the respect

for opinion. "Too much talking by the leader" should be discouraged. We should get the opinions of others.

Leader Training Meetings:

1. Background - Why this should be done?
2. Sample discussion
3. Examine procedure - What does leader do?
4. Problem read
5. Series of questions

Doctor Spaulding asked where the college problem comes in since everything said so far related to extension workers. Mr. Loomis replied that college students in training could very well profit by such methods and that some of the best colleges and universities are now offering such training. It was also pointed out that since the colleges are expected to train leaders, such training would be very beneficial. President Gandy felt that the method is a sound one.

Director Wood felt that this method would certainly benefit students in rural sociology and all workers in rural districts.

Much discussion of this topic followed.

Mr. Pierce announced meal hours and urged all present to be on time for every meal.

Doctor Gandy invited the group to attend Chapel services and also issued invitation to a social hour on Tuesday night in the Teachers' Lounge.

Adjourned for lunch

The group attended Chapel service at 12:45 and listened to a WPA orchestra from Richmond - (Leaders received concrete evidence of students' wishes when they gave them the choice of two numbers for the last offering, whether it should be "The President's March" or a symphonic arrangement of a popular melody, thus showing the value of letting the people talk.) At the request of President Gandy, Doctor Taeusch spoke briefly to the students, faculty and visitors assembled for Chapel service.

Monday afternoon

Mrs. Helen Hill Miller - AVAILABLE MATERIALS
Editorial Assistant, Program Study and Discussion Section.

Department has prepared several bulletins (may be ordered from State Extension Service) for use of discussion groups.

Leaders of such groups should live in community. Agents have too much to do to hold themselves responsible for guiding a large number of such groups. Small groups may gather in homes, maybe larger groups become a little more formal and require special persons to "Come up front and lead off" in discussion.

The "discussion method" must always be left open. Attention was called to bibliography on back of bulletins. (See page 36)

The following persons from seven different states were asked to form a discussion group:

Mrs. Lowe, North Carolina	Mr. Mitchell, North Carolina
Mrs. Hewlett, Oklahoma	Mr. Ray, Arkansas
Miss Hamilton, Arkansas	Mr. Williamson, Tennessee
Miss Walton, Tennessee	Mr. Taylor, Oklahoma
Mrs. Springer, Tennessee	Mr. Martin, Maryland
Mrs. Dixon, Maryland	Mr. Burnette, Kentucky
Mr. Patterson, Virginia	

Mrs. Miller conducted the discussion group. "TENANCY" was the topic chosen. Members of the group were asked to state problems connected with tenancy in the various sections.

Mr. Taylor of Oklahoma read an extract from a county agent's report showing how he is meeting the problems of the county involved.

At the close of the group participation, Mr. Loomis presented Dr. Harrison S. Elliott, Adult Education, Union Theological Seminary, New York City, who led off on "How to Conduct a Discussion-group".

1. How to provide leaders for groups. What did Mrs. Miller do?

Leader did what?

A. Opened up subject by stating question.
Directed discussion along certain lines.
Kept main points before group - brought us back.
How related to us and our problems - asked about conditions. Interest
Basis for discussion
Kept group from going on a tangent

Solution:

Tried to get everyone to take part (Circle probably helped)
Did she try to keep anyone out?
What did the group members do?
Reported on interesting things they do, whether on tenancy or not.
Tenancy was a problem - Why?

Summarized:

Objective

Is it the object to define?

In the class room the center of control is with the teacher. Same is true of sermon or speech. Isn't the center of a discussion group with the group? It seems wiser to let the group set the lead at the beginning of such discussion groups. Setting can be enriched by leader when necessary. (Mrs. Miller cooperated with group rather than injecting her own slant into the discussion.)

There is no such thing as the problem, but many aspects of a given problem. Participation in Mrs. Miller's discussion 106 times. Leader 25.

1 How did they participate

3 Stimulated thinking by causing members of group to call
7 to mind certain problems connected with tenancy. Was
11 Mrs. Miller's demonstration a success? Why? Would you
1 have been satisfied to have a group of farmers go home
1 from a group discussion where you were left today?
6 Do you know anymore about the problem than you did before?
9 Mr. T. C. Walker asked the purpose of these meetings,
4 mentioning three or four possibilities. Answering this
10 question Doctor Elliott said that if it is the problem to
7 push people beyond their present interest and to do better
8 by themselves then that may be the object. A study of
13 materials will help you to observe the purpose of these
81 Group groups. Questions may be brought to the evening session.

Adjourned

Monday evening - January 18, 1937

Dr. Harrison S. Elliott - Leader

He began by asking for questions on what happened during the afternoon session. Does the leader move the group? Just what control does the leader exercise? Does he toss the ball in and go about his business? Or does he guide the group?

What do you think of the participation of the afternoon? Did the leader use more than her share of the time? Did any member use too much time? Try to graciously lead persons to refrain from long speeches, as the "discussion" idea is then destroyed. It might be well to keep records on time if necessary. Restrain those who talk too much and encourage those who are slow in taking part.

Small groups are better than large ones. If the group is larger, instead of trying to get all persons to participate, see that all points of view are presented. Look out for the minority group - get varying points of view.

Leader must refrain from too many participations. Often makes a comment after each speaker. Let comment go from member to member several times before the leader goes in again. Sometimes a period of reflection is helpful.

A group has to be trained just the same as the leader in most instances.

I.

1. Experience of tenancy in States

Anyone to whom it is not a problem? Why?

2. What makes tenancy a problem?

- a. Type of farming
- b. Expect to move - no interest - shiftless
- c. Lack of right kind of education
- d. Changed situation - virgin soil markets
- e. Not allowed gardens

3. Tenants becoming day laborers on relief

How to keep them up to tenancy

4. Tenancy more profitable than ownership

II. Landlord - tenant

What to Solve

Suggestions

- a. Contract
- b. Budget on check-up
- c. Well planned system
- d. Supplementary
- e. Ownership opened
- f. Resettlement

III. How to get Him Started

1. Suggestions

Character

Supervision and reminder

3. Concentrate on more
needy. Too much work
with medium farmers.

2. Slow process

Leader should recognize when to step in whenever there seems to be a real need that keeps coming up.

Is the system due to a no-account tenant? Or does the system make the no-account tenant?

Put questions in third person wherever possible. Discussion is not a battle. If a group is arguing with each other not much is

accomplished. Turn the discussion from the personal to the community point of view.

Doctor Elliott warned of the tendency to state "Experiences", then go to "Solutions" then back to "Experiences" again. Keep the group working in a logical manner. "Solutions" should not precede "Diagnosis". Members of group should be made aware of this tendency and kept in line.

Leader might state to group that certain procedure will be followed and thus avoid the above inconsistency. Decide "what" is to be done before deciding "how" it is to be done.

Mr. Loomis read the bulletin, "How Do Farm People Live in Comparison with City People?"

Doctor Elliott followed Mr. Loomis' reading of the pamphlet "City and Country Life" with explanation for teaching a group of leaders how to use it.

I. Explore this question - Viewpoint of own group members.

1. In what aspects of this question would your group members be most interested in or concerned about.

Economic - Can you make more money in the city?

Housing - If I move to town do I get a better house?

Lights - Should I move to town with the hope of living in a better house and would I get a better chance

Water - for lights, water and modern conveniences by moving to town?

School - Nine months instead of 2 - 3 - 4, should I move to town?

Health - Is a person better off living in the city or the country?

Should and Can - country people expect to live as comfortably as city people?

Do I have to go to the city to get these advantages?

If I move to town what sort of job can I get and on what level could I live. Why is the standard of living so low in both places and what can be done about it.

Slums - Good housing

1. Can a person secure a higher standard of living by remaining in the country or moving to town?
2. How can the standard of living be raised for all people?
3. Can we have as high a standard of living in the country as in the city?
4. Should the standard of living in the city and country be the same. Industrial or rural.
5. To what extent can I raise my standard of living? Community ought to desire higher standards.

What to Do? Why?

1. Move to city - children -
More conveniences
Better schools
Better medical care
2. Satisfied - prefer country even with deficient standards
3. Improve country conditions - Schools, etc.

What makes up a standard of living? Can the average person maintain this high standard in the city?

How can it be developed in the country?

How would a discussion of this kind be opened?

First - Explore topics thoroughly from point of view of audience

Second- Where will questions lead?

Phrase questions to fit alternatives

Mr. Loomis explained that we always have two alternatives, according to the Frenchman's pamphlet.

Adjourned

Tuesday morning, January 19, 1937

Doctor Elliott continued the discussion of Monday evening as follows: HOW CAN THOSE IN THE COUNTRY SECURE SATISFACTORY LIVING AND WORKING CONDITIONS.

I. Situation: Describing Situation and Defining.

Problem.

1. What lacks in living and working conditions do many country people feel as compared with city people? Which of these do country people feel are important? Why?
2. What advantages do country people feel they have as compared with city people? Which of these would they be unwilling to give up? Why?

II. Solution Finding the Solution

1. Stating Alternatives. Possibilities

- a. Moving into the city: Why do some think this would give them the living and work conditions they desire?
- b. Remaining in the country: Why do some believe it is better to remain in the country, even at the loss of advantages city people have?
- c. Developing City Advantages in the Country: Why do some people think this is the way to meet the problem?

2. Exploring Differences of Fact

- a. Would the country dwellers, who contemplate moving to the city, be able to secure the advantages they desire? Why? Or why not?
- b. Can the advantages of the city be developed in the country? Why? Or why not?
- c. Would developing city advantages in the country rob the country of its distinctive advantages? Why? Or why not?

3. Questions of Point of View

- a. Which are more important in living and work standards, the advantages of the city or country? Why?
- b. Which of the advantages of city people are essential to have in the country? Should those in the country seek to develop the advantages of the city? Why? Or why not?
- c. What are the things which those in the country desire as living and work conditions?

4. Coming to a Decision

What should those in the country do? Move to city? Remain on farm? Develop city advantages on the farm? Or is there some other alternative?

III. Action - How to Put Decision into Effect. Ways and Means

Can individuals in country secure standards of life they desire and need better in the country or the city?

I. Situation and Problem

1. What advantages in living and work conditions do many country people think city people have?
2. What advantages do city people think country people have as compared with themselves?

II. Finding the Solution

1. Which of the advantages of city people are found only among the better-to-do? Which of these do country people of a similar economic level have? What is the evidence?
2. Which of the advantages which country people have are essential in living and work conditions? If it is a choice between advantages of city and country, which are the more important? Why?
3. Which of the advantages claimed for city people are important for the country? Why? Which of these can be secured or developed in the country?
4. Taking conditions as they now are which is the better place to live and work - the city or the country? Why?
5. Should country people expect the same living and work standards as city people? Or should they develop their own? Why? What are the minimum essentials for life and work in the country? Why?

III. Carrying Out the Solution (Ways and Means)

1. What is necessary if minimum living and work conditions are to be made available more widely in the country?
2. Does the country or the city dweller have the better chance of improving his living and work standards? Why do you think so?
3. Must the rank and file of farmers accept lower standards? Or can these higher standards be attained? Why do you think so?
4. What immediate steps can be taken for improving living and work standards in the country?

Mrs. Rowan and Mrs. Conner were presented to the group.

Doctor Elliott - "The Discussion-group Idea gives a Democracy a Chance to Function". The city does not have a similar chance to function in this way as farmers have.

Good group leader must avoid influencing discussion. May give up chair and take place in group if necessary to add materials that will clarify matters. This opinion, however, might well come at the end, so as not to unduly influence public opinion. The leader should summarize absolutely and impartially.

There may be a variety of decisions even after the lengthy discussions. On individual questions the leader has no right to force a decision, such as, whether a farmer should move to town. There might be a concensus, nevertheless on a community question, such as, raising living standards in the country. Doctor Elliott left at this point.

Mr. Loonis presented Mr. Pierce for the subject: "Meeting the Situation". Mr. Pierce expressed satisfaction with the way in which the suggestions for Group Discussions had been presented. He referred to Dr. Seanan A. Knapp's instructions to go out and help the farmer by taking him as he is and with what he has, and help him to do a little better. Doctor Knapp, he said, warned against asking people to do too much at one time. Persons who did as the agent directed were called demonstrators. Those who saw what was going on and followed some of the instructions or examples were known as cooperators.

Agents taught the value of economic production of crops and livestock, how to make rugs, box furniture, how to improve kitchens, bedrooms, health conditions, and to gradually lift the farmer to better living without spending a great deal of money. The whole family was brought into action, father, mother, and children became interested in making farm and home conditions a little better. The agent spending a

night occasionally with the farm family opened the way for understanding the farmer's problem as could have been done as satisfactory in no other way.

We have been discussing problems with our farm people, but we have not called them discussion groups. Now that this Discussion-group Training School is held we are better prepared to help our people along this line in their community clubs, churches, and other group meetings.

Doctor Knapp felt that the farmer had not been really helped until he had learned to do for himself. Following this thought Mr. Pierce mentioned that the Negro State Advisory Board of Virginia, organized eleven years ago, had gone to eleven counties encouraging and assisting Negro farmers to help themselves to better living in the country. The state conference affords an opportunity for county advisory boards to come together once a year to discuss farm and home improvements made in their respective county. It also causes special improvements to be made where meeting goes. Farm men and women get a chance to see what other farm men and women are doing and thinking. White officials and other friends attend the meetings and give worthwhile endorsement of the work the Board is fostering. A contribution of about \$100 is left in every county by the Board where it meets to be used for encouraging community improvement work.

A state-wide community improvement contest is fostered each year. Credit in the contest is given for (a) Home Ownership, (b) Membership in Community Club, (c) Family Self-supporting, (d) Dwelling

painted, (e) Sanitary toilet for home, (f) Boys and girls of age enrolled in 4-H club work, and (g) Children of age attending school.

The following list shows some results of 1936:

<u>Activities</u>	<u>Condition at</u> <u>close of Contest</u>	<u>Improvements</u> <u>or increases</u> <u>made during</u> <u>year</u>	<u>Work to be</u> <u>accomplish-</u> <u>ed</u>
1. Counties taking part	31		
2. Communities taking part ...	31		
3. Families in communities ..	1300		
4. Tenants	295		
5. Owners	1005	25	295
6. In Community clubs	832	221	468
7. Self-supporting	1119	90	181
8. Dwellings painted	354	57	946
9. Sanitary toilets	773	198	527
10. Boys & Girls club age	1685)	353	531
11. In 4-H clubs	1154)		
12. Children school age	2237)	141	137
13. In school	2100)		

Mr. Mitchell of North Carolina presented, "What Has the Southern Negro Done to Promote Discussion-Group".

He finds that our people are always interested in discussing problems relating to good shelter, clothing and the education of their children, and usually of their church. Henry Grady set up standards for these things. Doctor Knapp outlined the same needs. The first Negro discussion groups probably were those groups of men who gathered in front of the little country church on Sunday morning to discuss things of interest to them. Mr. Mitchell mentioned the efforts of a Hampton graduate who brought an agent to her county. She went about among the farmers of this community, raised \$500 and secured an agent who taught the farmers to grow food for themselves and stock, to in-

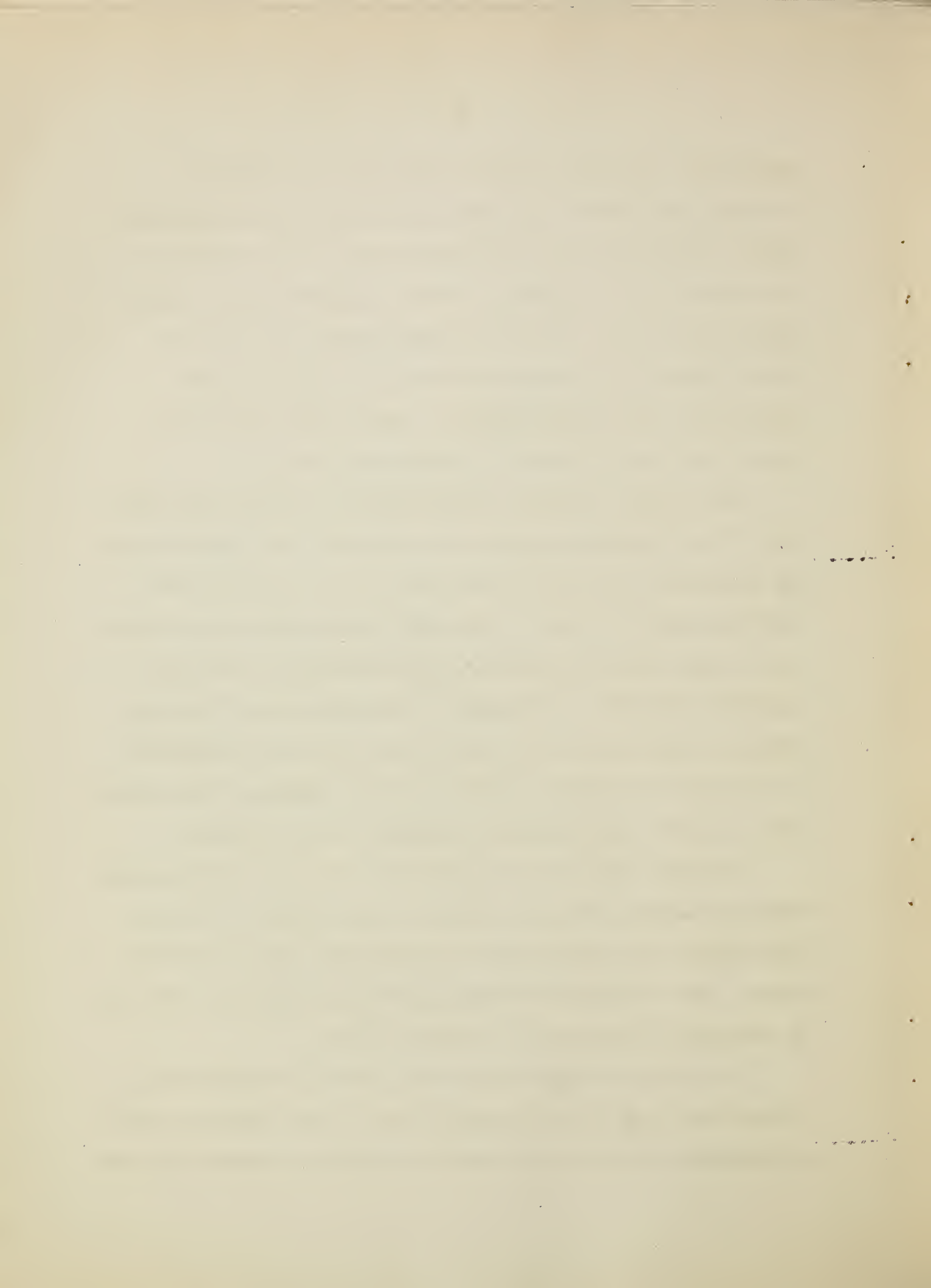
prove school conditions, to build better homes and churches.

Community clubs followed attendance at the South Carolina Rosenwald School. Mr. Mitchell felt that Negroes had, also contributed to discussions of the Inter-Racial committee in North Carolina by influencing legislation in favor of higher education for Negroes. Another instance was the cooperation and help given the North Carolina Committee on Negro affairs. Through this effort more Negroes have been influenced to exercise the ballot.

Mr. Charity of Virginia was introduced to tell the group "How Can we Train Discussion Leaders". He remarked: "It is said that in any given rural community five per cent of the leaders are born; twenty per cent can easily be made into leaders; fifty per cent are more or less efficient followers; while twenty-five per cent are absolutely impossible. Our problem in this connection is that we depend too much upon the five per cent and neglect the seventy-five per cent part who possess potential leadership ability. Where leadership is needed to any worthwhile movement it must be trained.

There are three groups in connection with our extension program that could assist in training discussion group leaders. The Land-Grant College; the specialists in extension work, and the district agents. Since there are few Negro specialists the job would fall upon the Land-Grant College and the district agents.

To my mind, the leader should have ability to discover the experiences and problems of the group; should be well informed to draw out individual viewpoint; and should have ability to organize his own



thinking and to think accurately.

Definite plans of opportunities for participation should be provided. This is what we are doing in this meeting. Someone gave us the opportunity to participate and as a result we shall learn how to lead.

At the present time we have the following groups in Virginia with whom we can work; 4-H community clubs county councils, and State Short Course. The county council is composed of club members and adult leaders. Discussion group leaders can be trained in the county council meetings. They in turn can carry the idea back to their clubs.

The same is true of the adult work discussion groups. Leaders can be trained in the county advisory board meetings. They can lead discussions in their community meetings, county farmers' conferences, county extension schools, and other meetings of a similar nature.

Last year at our State Short Course definite plans were made in the program for discussion groups. Members of the college staff were used as leaders, with sets of questions for older boys and girls, and for the young group.

The older group discussed, "The Challenge of Finding One's Place". The younger group took up, "Living with People".

Mr. Loomis warned against putting too much emphasis on youth or upon adult work, both sides must be carried along together.

Mr. Sheffield called attention to the fact that in 1935 extension agents reached ten per cent of the farm homes in the twelve southern

states, and forty-nine per cent of the adults.

Mr. H. A. Hunt was presented to the audience.

Tuesday afternoon - January 19, 1937

Mr. Loomis asked Mr. Pierce to take the chair and call on guests for remarks. Mr. H. A. Hunt, Assistant to the Governor, Farm Credit Administration, was presented. He began by saying his department was purely a finance corporation. Advised that people should not borrow unless it appears that they will improve their condition through borrowing. Anyone with the proper background can get Land Bank loans - loans on real estate, Production Credit, etc.

Agents are asked to inform the farmers that they can get this service. It has no salesmen to go about the country calling attention to the service. Teach the farmers to go to the nearest Production Credit office and ask about the service. Get acquainted with the officials, as this service is for everyone.

Organize the union, pay cash if you can, pay on "extortion" plan, if necessary. The union is a cooperative movement. Few unions have ever failed. Security must be given for all funds borrowed. Many churches, mostly Catholic, and school teachers have such unions. Mr. Hunt asked any interested persons to communicate with him.

Mr. E. A. Grant of Tuskegee thought the training of group discussion leaders was most important, and seemed to feel that the methods mentioned by Mr. Charity were very workable. He deplored that there has been so little honest-to-goodness cooperation between college and ex-

tension forces. Vocational agriculture has been stressed because the states furnished the necessary funds for training students.

Mr. A. T. Wood, Kentucky State Industrial College, felt that the colleges could include many of the suggestions for training leaders in their programs.

Dr. E. M. Norris, Teacher-Trainer, Kentucky State Industrial College: "We have here a method of teaching which can be taught. The colleges have a very definite place in this set-up".

Mr. C. G. O'Kelly, Extension Teacher, North Carolina College for Negroes, wanted to know how he can work this idea into his program. He said what he got from Mr. Pierce will be most helpful, because he is teaching a book by Dabney relating to community improvement in which Doctor Knapp's ideas are stressed, and J. B. Pierce and T. M. Campbell are cited as teachers of this gospel. He has been using teachers for leaders in his extension classes.

Dr. M. F. Spaulding, A. and T. College, North Carolina, reports a willingness to cooperate with extension ideas. He feels that a blue print course should be charted to help our youth steer the right course in education. Teachers should be able to know when to advise boys and girls to go to college and when they should be trained through vocational agriculture or 4-H clubs to graduate into practical farmers.

Dean W. T. Gibbs, A. and T. College: "This looks like a program for rebuilding our rural American life, and will require thorough preparation for a background for preparing leaders".

President W. J. Hale, Tennessee A. & I., was the next speaker. "This is the first time in my twenty-five years of work that I have been invited or allowed to attend a meeting of extension people. Not enough emphasis has been put on having the lowly man tell what ails him. Someone should go to the big universities and tell the same story of the development of leaders. It requires great courage to take a stand for what is right, when maybe your job is at stake".

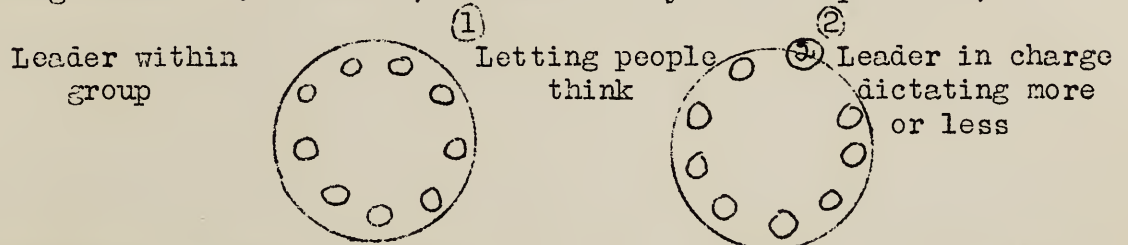
Mr. C. R. Hudson, North Carolina State Agent - "Glad to have had the opportunity to come together and get plans for doing a good job better". He thought that there should be some sort of an understanding at the end of a discussion. He felt that an agent should be prepared to guide the people in thinking and in reaching conclusions. "People often depend on the agent for advice and he should be prepared to give it".

Mrs. Ola Powell Malcolm, USDA, asked to give her time to hearing from agents present, but said she had enjoyed the meeting and commended the agents for the confidence which they have inspired among the people in their home states. She also said that the Washington office was proud of these workers and that the AAA and similar agencies were greatly helped through the support of these agents.

Mr. Sheffield, USDA, stated that he was very much interested in the problems presented during this meeting. Leaders will have to change with existing conditions as the job of educating rural

people to better themselves can only proceed as they (the people) have an understanding of these changed or changing conditions. These discussions are designed to develop the technique of training leaders.

Mr. Loomis spoke on the subject, "Suggestions Regarding State Organization". He said, "We learn only what we practice;--"



Should a leader make a decision for his group of people? Mr. Loomis cited a case of boys who snatched apples in passing an orchard. Should the leader have counseled the boys to pay for apples? Or let them decide whether or not to pay? In case the boys do not decide to pay, what would be the effect of letting the farmer send the sheriff to enforce payment or imprison boys? Be careful about giving opinions to others because it is almost impossible to know answers.

"Hoover didn't have the answers, Babson didn't have it. Only God has answers to many of these problems".

The eight pamphlets which were given out will be of help in some ways, as they have been arranged with questions to guide you in your discussion groups. See page 36 for list of discussion group pamphlets.

Doctor Elliott has Bible Discussion Group material which will be helpful for you in your Sunday School Work.

Group discussion is valuable for trying out within the home from time to time. It furnishes a check on our own lives and souls and helps to prevent us from becoming too narrow.

Mr. Loomis asked for ways in which agents present felt that they could use work received here.

Mr. Martin, Maryland, feels that he has received help for his older 4-H club boys and girls.

Mr. Loomis mentioned county training meetings for training group-discussion leaders. Government not concerned about who does this discussion work. It is using extension work for developing it because it has an organization.

Mr. Patterson told of club where many tenants lived, where club got underway in fine shape, but was discontinued because of suspicion of white landlords. How can that spirit of suspicion be allayed?

Mrs. Dixon felt that agents must use judgement in dealing with such problems.

The question arose as to whether white people knew that discussion groups would be organized among Negroes. Both Mr. Sheffield and Mr. Loomis felt that since Extension directors sent these representatives to this conference it will surely meet the approval of the people in the counties.

Mrs. Malcolm referred to contribution made by J. B. Pierce in drawing up an outline for work, and form which materials will be prepared.

Mr. Pierce suggested that Mr. Loomis help in state meetings of extension agents. The response was that not only would he do that, but would be willing to go to some county and work with farm men and women. Mr. Loomis suggested that the colleges could set up a course by using a community for a laboratory with students to direct it. Such a course would be most valuable in training students for leadership.

We are prone to think that we have all the answers. We should learn that people can be trusted if we give them the opportunity to get the facts in line. The discussion-group is only a vehicle for learning to respect the opinions of other people.

Mr. Pierce thanked Mr. Loomis for his part in making the discussion group work so helpful to the agents present, and assured him that the information will be used.

Mr. Ray stated that in making the year's plan of work, the discussion group idea will become a very definite part of the program for Arkansas.

The meeting gave Mr. Loomis a rising vote of thanks for his services.

SUGGESTIONS FOR NEGRO FARMER DISCUSSION GROUPS

By

J. B. Pierce

The following are some of the important problems of the Negro farmer, and in which he is greatly concerned: Food, clothing, shelter and education of his children. Therefore, he will welcome discussions and safe guidance in solving these problems.

Subjects for Negro farmer discussion groups expressed in their language, and dealing with the problems in keeping with their experiences, will find a ready response from the groups, and many of the farmers will endeavor to put into operation the recommended practices if held within their means and ability to perform.

For example, here are a few subjects that will lend themselves to the discussion groups:

1. What should be done to save and enrich the soil, and what success have you had through:
 - a. Terracing
 - b. Cover crops
 - c. Pastures
 - d. Farm manures
 - e. Green manures, etc.
2. What should the farm provide in the way of food for the family and feed for the livestock, and what success have you had through:
 - a. The garden
 - b. Growing corn
 - c. Producing hogs
 - d. Raising poultry
 - e. Growing hay and making pastures
 - f. The family cow
 - g. Growing sweet potatoes, peas and beans
 - h. Making syrup
 - i. Growing fruit, etc.
3. How much food and feed do you need to take care of your family and livestock for one year?
 - a. Corn
 - b. Meat
 - c. Wheat
 - d. Sweet potatoes
 - e. Milk
 - f. Hay
 - g. Pasture
 - h. Peas and beans
 - i. Canned foods, etc.

4. What are the main sources of cash income for the farmers of your community, and which of these have been most reliable for you?
5. Is the farm family reasonably clothed as to comfort and style the year round, and how has your family taken care of its clothing problem through garments:
 - a. Made over
 - b. Newly home made
 - c. Ready made, etc.
6. Should farm ownership by farmers be encouraged? Has your farm increased or decreased in value since you came in possession of it, and what caused the change?
7. Are farmers interested in long-time tenant-landlord agreements.
 - a. Verbal
 - b. Written
8. Should tenant and landlord cooperate in establishing good housing quarters, and practicing the live-at-home program for the tenant, and what success have you had along these lines?
9. Do the children of your community have reasonably good school advantages and what have you done toward making them what they should be?
 - a. Building
 - b. Length of term
 - c. Attendance
 - d. Course of study
 - e. Teacher
10. Is the farm family properly nourished as to the right kind of food, well prepared and served, and what success are you having in feeding the family with balanced diets well prepared and served?
11. Who should make the farm home convenient, sanitary and beautiful inside and outside, and what success are you having in making a real home.
12. Should the boys and girls of the communities be members of the 4-H clubs? What benefits have your children derived as members of their organization and what can we do to improve the work.
13. What can farm communities do to improve their condition, and what is your community doing for itself?
14. Etc.

Representatives in Attendance

NEGRO EXTENSION WORKERS

Arkansas	Oklahoma
H. C. Ray, District Agent	J. W. Taylor, District Agent
Miss Cassa L. Hamilton, Dist. Agent	Mrs. H. M. Hewlett, Dist. Agent
	Tennessee
Kentucky	W. H. Williamson, District Agent
A. C. Burnette, State Leader	Miss Bessie L. Walton, Dist. Agent
	Texas
Maryland	Mrs. I. W. Rowan, District Agent
L. H. Martin, County Agent	Mrs. J. A. Conner, District Agent
J. F. Armstrong, County Agent	
Mrs. Arminta J. Dixon, County Agent	Virginia
	T. B. Patterson, District Agent
North Carolina	J. L. Charity, District Agent
J. W. Mitchell, District Agent	Miss L. A. Jenkins, Dist. Agent
Mrs. Dazelle F. Lowe, Dist. Agent	REGIONAL
	J. B. Pierce, Field Agent
	Southern Section, Extension Work,
	U. S. Department of Agriculture
	Hampton Institute, Hampton, Va.

NEGRO REPRESENTATIVES FROM INSTITUTIONS

Alabama	Virginia
E. A. Grant	John M. Gandy, President
Assistant, School of Agriculture	Virginia State College
Tuskegee Institute	
Kentucky	J. H. Johnston
A. T. Wood, Director	Dean of the College
School of Agriculture	Virginia State College
Kentucky State Industrial College	
E. M. Norris	J. L. Lockett, Director
Agricultural Education	School of Agriculture
Kentucky State Industrial College	Virginia State College
North Carolina	
M. F. Spaulding, Director	M. T. Carter, Acting Director
School of Agriculture	School of Agriculture
A. & T. College - Greensboro	Virginia State College
C. J. O'Kelly	
Extension Service	Mrs. M. E. V. Hunter, Director
N. C. College for Negroes	School of Home Economics
	Virginia State College
W. T. Gibbs	
Dean of Education	
A. & T. College - Greensboro	G. W. Owens
	Agricultural Education
Tennessee	Virginia State College
W. J. Hale, President	
A. & I. State College	
Mrs. C. H. Springer, Director	T. C. Walker, Advisor and
School of Home Economics	Consultant on Negro Affairs
A. & I. State College	Richmond

WHITE REPRESENTATIVES

North Carolina

C. R. Hudson, State Agent
Negro Extension Work
Raleigh

Virginia

D. F. Fenn, Director
School of Agriculture
Hampton Institute
Hampton, Virginia

' Washington, D. C.

' Carl F. Taeusch, Chief
' Program Study & Discussion Section
' U. S. Department of Agriculture
'

' C. B. Loomis, Regional Administrator
' Program Study and Discussion Section
' U. S. Department of Agriculture
'

' C. A. Sheffield, Field Agent
' Southern Section, Extension Work
' U. S. Department of Agriculture
'

' Mrs. Ola Powell Malcolm, Field Agent
' Southern Section, Extension Work
' U. S. Department of Agriculture
'

' Mrs. Helen Hill Miller, Editorial
' Assistant, Program Study and Dis-
' cussion Section, U. S. Department
' of Agriculture
'

' Harrison S. Elliott, Adult Education
' Union Theological Seminary
' New York City
'
'
'

TENTATIVE PROGRAM

Monday - January 18, 1937

9:00 A. M. Presiding -- J. B. Pierce, Negro Field Agent
Extension Work, USDA

Opening

Welcome -- John M. Gandy, President
Virginia State College

Presiding -- Carl F. Taeusch, Chief
Program Study and Discussion Section, USDA

WHY DISCUSSION GROUPS -----Carl F. Taeusch

SUGGESTIONS FOR ORGANIZING THE
NEGRO DISCUSSION GROUPS IN THE
SOUTHERN STATES -----Carl C. Taylor, Director
Division Farm Population and
Rural Life-Special Advisor
Resettlement Administration,
USDA

MEETING THE SITUATION -----J. B. Pierce

12:10 P. M. Lunch

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A DEMONSTRATION DISCUSSION GROUP

7:00 P. M. HOW TO CONDUCT A DISCUSSION GROUP - Harrison S. Elliott,
Adult Education, Union
Theological Seminary
New York City

Tuesday - January 19, 1937

9:00 A. M. Presiding -- Dr. Carl F. Taeusch

WHAT HAS THE SOUTHERN NEGRO DONE
TO PROMOTE DISCUSSION GROUPS? ---- John W. Mitchell,
Negro District Agent,
North Carolina

HOW CAN WE TRAIN DISCUSSION-
GROUP LEADERS? ----- John L. Charity,
Negro District Agent
Virginia

BRIEF REMARKS ----- By Representatives

12:10 P. M. Lunch

1:30 P. M. SUGGESTIONS REGARDING STATE
ORGANIZATION ----- C. B. Loomis, Regional
Administrator, Program
Study and Discussion
Section, USDA

REMARKS	J. R. Hutcheson, Director Extension Work Virginia
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A FINAL WORD ----- J. B. Pierce

LIST OF DISCUSSION GROUP PAMPHLETS

- DS-1 What Should Be the Farmers' Share in the National Income?
- DS-2 How Do Farm People Live in Comparison with City People?
- DS-3 Should Farm Ownership Be a Goal of Agricultural Policy?
- DS-4 Exports and Imports - How Do They Affect the Farmer?
- DS-5 Is Increased Efficiency in Farming Always a Good Thing?
- DS-6 What Should Farmers Aim to Accomplish Through Organization?
- DS-7 What Kind of Agricultural Policy is Necessary to Save Our Soil?
- DS-8. What Part Should Farmers in York County Take in Making National
Agricultural Policy?

The above pamphlets may be secured from:

"Pamphlet Distribution and Service
Public Affairs Committee
Room 1091
National Press Building
Washington, D. C."

RESOLUTIONS:

1. Resolve, that we as a group express appreciation to the Washington officials of Extension Service for making it possible for us to meet in a Regional Conference of district agents and Land-Grant College representatives to have the advantage of studying the technique of handling Discussion Groups under such expert instructors as: Dr. Carl F. Taeusch, Mr. C. B. Loomis, Dr. Harrison S. Elliott and Mrs. Helen H. Miller.
2. Resolve, that we express our sincere appreciation to Mr. C. A. Sheffield, Field Agent, Southern Section, Mrs. Ola Powell Malcolm, Field Agent, Southern Section and Mr. J. B. Pierce, Regional Field Agent, for their very helpful information and instructions given in round table discussions to the Extension Workers.
3. Resolve, that we gratefully acknowledge the unlimited hospitality and efficient service so cheerfully rendered to the visiting group by the President, faculty and students of Virginia State College, Ettrick, Virginia. We shall leave carrying lasting remembrance of this very progressive institution.
4. Resolve, that we give a rising vote of thanks to the three Virginia District Agents and their faithful secretary who have been so thoughtful to provide for our comfort and pleasure.

Respectfully submitted:

J. W. Mitchell - North Carolina
A. C. Burnette - Kentucky
T. B. Patterson - Virginia
Miss Bessie L. Walton - Tennessee
Mrs. A. J. Dixon - Maryland
Mrs. H. M. Hewlett - Oklahoma
Mrs. I. W. Rowan - Texas
Miss C. L. Hamilton - Arkansas

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